

TEACHER GUIDE

9th–12th Grade

Includes Student
Worksheets

Apologetics



Weekly Lesson Schedule



Student Worksheets

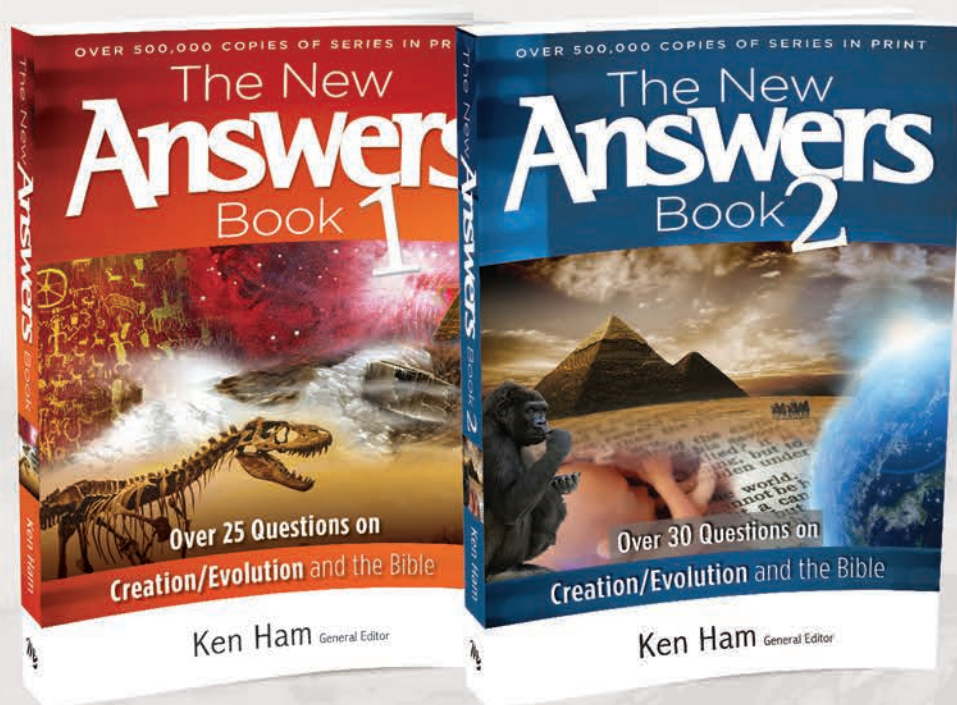


Tests



Answer Key

CULTURAL ISSUES: CREATION / EVOLUTION AND THE BIBLE



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Cultural Issues: Creation/Evolution and the Bible



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Grading Options for This Course

It is always the prerogative of a parent/educator to assess student grades however he or she might deem best. The following is only a suggested guideline based on the material presented through this course:

1. Worksheets within the course are worth 100 points each.
2. Practical tests and review tests within the course are worth 100 points each.
3. A comprehensive exam can be created by a parent/educator by duplicating several quizzes more than once, if desired or required by state law.

To calculate the percentage of the worksheets and tests, the parent/educator may use the following guide. Divide total number of questions correct (example: 43) by the total number of questions possible (example: 46) to calculate the percentage out of 100 possible. $43/46 = 93$ percent correct.

The suggested grade values are noted as follows: 90 to 100 percent = A; 80 to 89 percent = B; 70 to 79 percent = C; 60 to 69 percent = D; and 0 to 59 percent = F.

Special Note To Parents: Chapter 15 in *The New Answers Book Vol. 2* deals with the issue of gay marriage. You may want to review this chapter to make sure the material is age-appropriate for the maturity level of the student taking this course.

About the Authors

Ken Ham, founder and president of Answers in Genesis, joins with a group of popular and credentialed contributors that include Dr. Andrew Snelling (PhD in geology), Dr. Jason Lisle (PhD in astrophysics), Dr. Elizabeth Mitchell (MD), Dr. Danny Faulkner (MA in physics, and an MA and PhD in astronomy), Dr. David Menton (PhD in cell biology), Dr. Terry Mortenson (MDiv in systemic theology), Dr. Georgia Purdom (PhD in molecular genetics), Dr. A.J. Monty White (BS in chemistry, PhD), Dr. John Whitmore (PhD in biology), Dr. Tommy Mitchell (BA in cell biology, MD), and other scientists and apologetics scholars in a collection of questions and answers designed to provide fundamental insight and perspectives on topics related to science and religion.

Using This Teacher Guide

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



Approximately 30 to 45 minutes per lesson, four days a week



Includes answer keys for worksheets and tests.



Worksheets for each chapter



Tests are included to help reinforce learning and provide assessment opportunities.



Designed for grades 9 to 12 in a one-year course to earn 1 apologetics credit

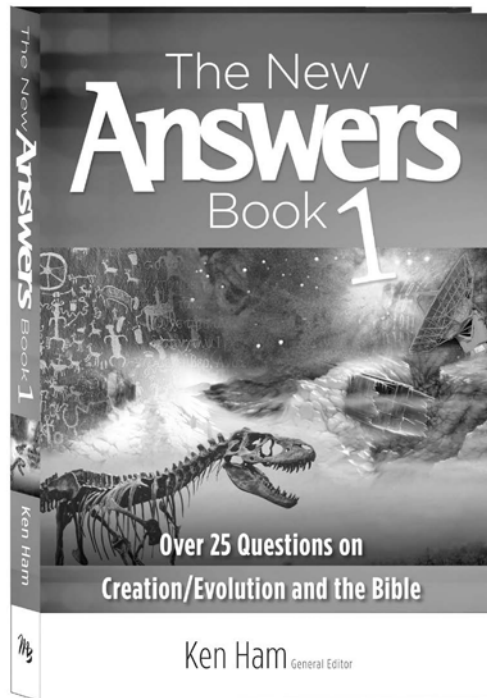
Course Objectives: Students completing this course will

- ✓ Investigate some of the most popular cultural questions about science and Bible
- ✓ Explore how to think logically and apply biblical knowledge correctly
- ✓ Identify insights to the arguments brought against the faith and the solutions from the Bible and observational science
- ✓ Learn answers, information, and strategies when facing destructive influences found in the workplace or school environments
- ✓ Study fossils, the age of the earth, the beginning of life, and more in these two volumes focused on points of contention related to the Bible, faith, and science.

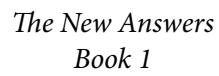
Course Description: This curriculum has been put together to provide the answers to many common objections to biblical worldviews and scriptural authority of the Bible. Practical tests are included to strengthen the student's grasp of key concepts and terms, while providing critical thinking opportunities to put their knowledge to work. Students will learn to apply the Biblical worldview to subjects such as evolution, carbon dating, Noah's ark and the Flood, and dozens more. They will discover answers to help know the depths of God's wisdom found in His Word and in His world, and why this matters to your life, your family, and your faith.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester—First Quarter					
Week 1	Day 1	Glossary • Read Pages 355–365 • <i>New Answers Book; Vol. 1</i> • (NAB1)			
	Day 2	New Answers Book 1: Glossary Worksheet 1 • Pages 15-16 Lesson Planner • (LP)			
	Day 3	Ch 1: Is There Really a God? • Read Pages 7–24 • (NAB1)			
	Day 4	New Answers Book 1: Ch 1 Worksheet 1 • Pages 17-18 • (LP)			
	Day 5				
Week 2	Day 6	Ch 2: Why Shouldn't Christians Accept Millions of Years • Read Pages 25–30 • (NAB1)			
	Day 7	New Answers Book 1: Ch 2 Worksheet 1 • Pages 19-20 • (LP)			
	Day 8	Ch 3: Couldn't God Have Used Evolution? • Read Pages 31–38 (NAB1)			
	Day 9	New Answers Book 1: Ch 3 Worksheet 1 • Pages 21-22 • (LP)			
	Day 10				
Week 3	Day 11	Ch 4: Don't Creationists Deny the Laws of Nature? Read Pages 39–46 • (NAB1)			
	Day 12	New Answers Book 1: Ch 4 Worksheet 1 • Page 23 • (LP)			
	Day 13	Ch 5: What About the Gap & Ruin-Reconstruction Theories? Read Pages 47–55 • (NAB1)			
	Day 14	Ch 5: What About the Gap & Ruin-Reconstruction Theories? Read Pages 56–63 • (NAB1)			
	Day 15				
Week 4	Day 16	New Answers Book 1: Ch 5 Worksheet 1 • Pages 25-26 • (LP)			
	Day 17	Ch 6: Cain's Wife—Who Was She? • Read Pages 64–76 • (NAB1)			
	Day 18	New Answers Book 1: Ch 6 Worksheet 1 • Pages 27-28 • (LP)			
	Day 19	Practical Faith Test 1 • Pages 143-146 • (LP)			
	Day 20				
Week 5	Day 21	Ch 7: Doesn't Carbon-14 Dating Disprove the Bible? Read Pages 77–87 • (NAB1)			
	Day 22	New Answers Book 1: Ch 7 Worksheet 1 • Pages 29-30 • (LP)			
	Day 23	Ch 8: Could God Really Have Created Everything in Six Days? Read Pages 88–100 • (NAB1)			
	Day 24	Ch 8: Could God Really Have Created Everything in Six Days? Read Pages 101–112 • (NAB1)			
	Day 25				
Week 6	Day 26	New Answers Book 1: Ch 8 Worksheet 1 • Pages 31-32 • (LP)			
	Day 27	Ch 9: Does Radiometric Dating Prove the Earth is Old? Read Pages 113–124 • (NAB1)			
	Day 28	New Answers Book 1: Ch 9 Worksheet 1 • Pages 33-34 • (LP)			
	Day 29	Ch 10: Was There Really a Noah's Ark & Flood? Read Pages 125–132 • (NAB1)			
	Day 30				



Cultural Issues Worksheets
for Use with
The New Answers Book 1



1. Is a theory widely held by a number of scientists or scholars the same thing as a fact? Explain why or why not, using the glossary definition for the word *theory*.
2. Explain the difference between operational (observational) science and historical (origins) science.
3. What is the difference between macroevolution and microevolution?
4. What is old earth creation? Give two specific examples of this concept from the glossary.
 - a.
 - b.

5. Define the following words:

a. exegesis -

b. eisegesis -

c. biblical creation model -

d. big bang model -

6. What are the three aspects of the cell theory? Why does it create issues for evolutionists?

7. What is “compromise” in the context of studying the origins of life on Earth and Scripture? Give some examples related to the Book of Genesis.



1. How does design point to an intelligent Creator God?
2. Both evolutionists and creationists agree that natural selection and mutations bring about change in an organism, but how do natural selection and mutations fall short in explaining design?
3. How does genetic information point to a Creator?

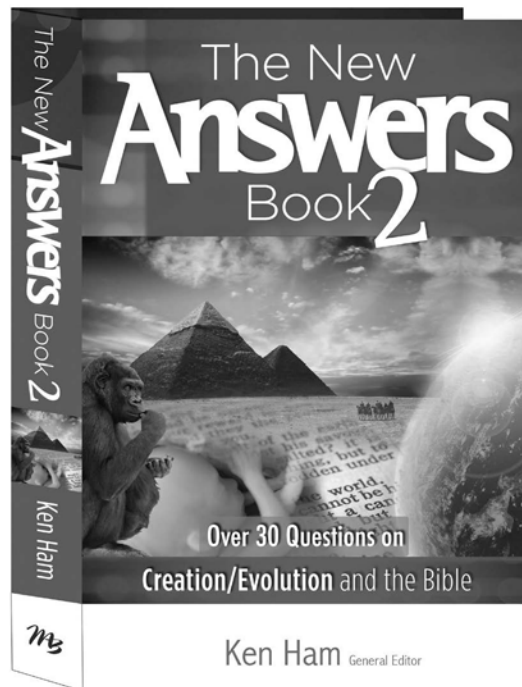
4. Why is a belief in God actually foundational to logical thought and scientific inquiry?
5. What is faith? What is the difference between faith in God and faith in evolution?
6. What is a difficulty some people have in accepting a Creator God?



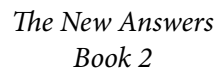
Questions

1. List six reasons why a six-day creation is vital to the Christian faith.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
2. How did the idea of millions of years come about? Who developed this idea?
3. Discuss the evidences of a young earth listed in the chapter, and discuss why each is significant.

4. Write a short paragraph on the concept of the Bible being a history book — cite a couple of historical facts not already noted in the chapter (for example, ancient cities like Petra, ancient cultures like the Hittites, etc.).
5. Before starting this course, did you ever consider science an area of interest for someone interested in defending the Bible as truth as written? Why or why not?



Cultral Issues Worksheets
for Use with
The New Answers Book 2



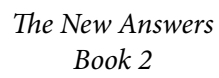
1. Describe how thinking about morality has shifted since America's founding.
2. How can the culture war be fought using Scripture?
3. You are midway through this apologetics course. What are the three most important things you feel you have learned?

4. Why was William Tyndale was persecuted, imprisoned, strangled, and his body burned at the stake?
5. Read 1 Chronicles 12:32 — what does it mean to have an understanding of the times? When you think of Christianity in our world or country today, what are your thoughts on how it has been changed — either for better or for worse?



1. Summarize each of the 7 Cs in your own words.
2. How could you personally use the 7 Cs framework in witnessing to the unsaved?
3. How could you personally use the 7 Cs framework in discipling or teaching other Christians?

4. Which of the 7 Cs would you use to explain the following situations from a biblical perspective?
- a. Layers of sedimentary rock in a stream bed
 - b. The birth of a mule
 - c. Thistles growing along the roadside
 - d. A manger scene outside of a church
 - e. An evangelistic crusade at a local arena
 - f. A rainbow after a storm
 - g. Walking through a shopping center and hearing several different languages being spoken
 - h. The beauty of a star-filled sky
 - i. A nature program showing lions hunting zebras
 - j. A disobedient child



1. Support or refute the claim, “The facts speak for themselves!”
2. What is a presupposition? Who has presuppositions?
3. Develop an analogy for agreeing to a debate without using the Bible.

-
-
-
- Pick a topic of interest that is related to scriptural authority or creation/evolution. Write a fictitious dialog between yourself and a skeptic of the issue using the Bible and any other relevant evidence.
- Why is the issue of creation versus evolution not a case of “their facts versus ours”?

Practical Tests Section
for
Cultural Issues

**Glossary Exercise: (5 Points Each Question)**

The purpose of this activity is to familiarize yourself with the words in the glossary; defending your faith in today's increasingly hostile world means that you have to have more than simple talking points — you have to have an understanding of concepts that enable you to truly defend what you believe.

1. _____ the alleged spontaneous generation of living organisms from non-living matter
2. _____ a physical trait or behavior due to inherited characteristics that gives an organism the ability to survive in a given environment
3. _____ the process of speciation as populations spread and encounter different environments
4. _____ systematic study of the characteristics of humans through history
5. _____ extinct species of perching bird (known from fossils) with teeth, wing claws, and a bony tail
6. _____ an item or its remains produced in the past by humans; generally recovered through archaeological exploration
7. _____ the belief that God, or any supreme intelligence, does not exist
8. _____ genus of extinct apes known from fossils found in Africa, including the infamous "Lucy"
9. _____ a mutation that confers a survival advantage to an organism under certain environmental conditions; usually a result of the loss of genetic information (see mutation)
10. _____ a scientific model based on the biblical account of creation, the curse of nature brought about by Adam's sin, and the global catastrophe of Noah's Flood
11. _____ the cosmological model suggesting the universe began as a single point that expanded to produce the known universe
12. _____ the doctrine that changes in the geologic record are a result of physical processes operating at rates that are dramatically higher than are observed today
13. _____ a theory of biology consisting of three parts: (1) cells are the basic unit of all living things; (2) all living things are composed of one or more cells; and (3) all cells come from preexisting cells

14. _____ Reinterpreting Scripture based on outside beliefs and developing theology around this belief. Common origins compromise positions accept the secular view of millions of years, as opposed to the global Flood of Noah. Some of these popular views are: progressive creation/day age theory, gap theory, framework hypothesis, and theistic evolution.
15. _____ The original organisms (and their descendants) created supernaturally by God as described in Genesis 1; these organisms reproduce only their own kind within the limits of preprogrammed information, but with great variation. Note — since the original creation, organisms of one kind cannot interbreed with a different kind, but individuals within a kind may have lost the ability (information) to interbreed due to the effects of the Curse.
16. _____ an extinct people group of Europe and Eastern Asia
17. _____ a belief that all organisms have a single common ancestor that has produced all living organisms through the process of natural selection; popularized by Charles Darwin in *On the Origin of Species*
18. _____ a compromise belief that the days of Genesis 1 are actually vast ages of different lengths; based on secular dating methods
19. _____ a belief in a Creator God that denies His intervention in the history of the universe since its creation
20. _____ an interpretation of Scripture that incorporates the interpreter's ideas as opposed to the actual meaning of the text (taking ideas to Scripture and reinterpreting it)
21. _____ critical interpretation of Scripture taking into account the writing style, meaning, and context of the passage (learning from what Scripture is saying)
22. _____ a type of replacement fossil that includes the concave or convex impression of an organism; typical of shells and leaves
23. _____ an organism in which the porous parts are filled with mineral deposits, leaving the original superstructure intact
24. _____ a compromise belief that Genesis 1 is written in a non-literal, non-chronological way; based on secular dating methods
25. _____ a compromise belief that a vast period of time exists between Genesis 1:1 and 1:2 during which time the geologic eras can be fit
26. _____ the collection of varying alleles within a population of organisms

27. _____ the amount of time required for one-half of the atoms of the parent isotope to decay into the daughter isotope
28. _____ interpreting evidence from past events based on a presupposed philosophical point of view
29. _____ extinct and living members of the family Hominidae, including modern humans and their ancestors
30. _____ fossils of extinct human people groups that are misinterpreted as missing links in human evolution
31. _____ an invalid category consisting of various ape and human fossil fragments
32. _____ the category that includes modern humans, Neandertals, and other extinct human groups
33. _____ a belief in mankind as the measure of all things; based on relative truth and morality and rejecting any supernatural authority
34. _____ the first fossil specimen of *Homo erectus*
35. _____ human remains found in Washington State in 1996
36. _____ Anything that contains genetic information, can reproduce offspring that resemble itself, grow and develop, control cellular organization and conditions including metabolism and homeostasis, and respond to its environment. Note — the Bible defines life in a different sense, using the Hebrew phrase *nephesh chayyah*, indicating organisms with a life spirit.
37. _____ term used by evolutionists to describe the alleged, unobservable change of one kind of organism to another by natural selection acting on the accumulation of mutations over vast periods of time
38. _____ term used by evolutionists to describe relatively small changes in genetic variation that can be observed in populations
39. _____ the most recent common ancestor of humans whose lineage can be traced backward through female ancestors; alleged support for the out-of-Africa hypothesis of human evolution
40. _____ the process by which individuals possessing a set of traits that confers a survival advantage in a given environment tend to leave more offspring on average that survive to reproduce in the next generation
41. _____ an extinct human people group with relatively thick bones and a distinct culture; disease and nutritional deficiency may be responsible for the bone characteristics

42. _____ an extension of Darwinism that includes modern genetic concepts to explain the origin of all life on earth from a single common ancestor
43. _____ any compromise position that accepts the millions-of-years idea from secular science and attempts to fit that time into the events of Genesis 1–2
44. _____ a systematic approach to understanding that uses observable, testable, repeatable, and falsifiable experimentation to understand how nature commonly behaves
45. _____ based on the gradual movement of the plates over hundreds of millions of years
46. _____ based on rapid movement of the plates associated with Noah's Flood
47. _____ a compromise belief accepting that God has created organisms in a progressive manner over billions of years to accommodate secular dating methods
48. _____ an evolutionary model that suggests evolution occurs in rapid spurts rather than by gradual change
49. _____ the process of change in a population that produces distinct populations that rarely naturally interbreed due to geographic isolation or other factors
50. _____ the false belief that life can arise from nonliving matter
51. _____ a compromise belief that suggests God used evolutionary processes to create the universe and life on earth over billions of years
52. _____ an explanation of a set of facts based on a broad set of observations that is generally accepted within a group of scientists
53. _____ species that exhibit traits that may be interpreted as intermediate between two kinds of organisms in an evolutionary framework (e.g., an organism with a fish body and amphibian legs)
54. _____ the doctrine that present-day processes acting at similar rates as observed today account for the change evident in the geologic record
55. _____ one of the Hebrew words for “day” encompassing several definitions such as the daylight portion of a day (12 hours, Genesis 1:5a), a day with one evening and one morning (24 hours, Genesis 15b), or a longer period of time (Genesis 24). The context reveals which definition is in use.

**Questions: (5 Points Each Question)****Know Your Audience — the Greeks and the Jews**

The Bible shows us two different approaches to sharing the gospel through Paul to the Greeks and the Jews. This is important because you need to know who your audience is or the background of the person you are witnessing to in order to be most effective.

The Jewish people had a history of believing in one God who had created everything. So Paul's approach to them was to focus on Jesus being the Messiah. The Greeks, on the other hand, worshiped a number of Gods and were focused on philosophies and the form of natural evolution. So for them he needed to lay a foundation of God being the true Creator God, the Fall of man, sin, and the need for a Savior (all of which the Jews were already aware of).

The following exercise is to help you be a more effective witness for Christ. You will be sharing your own testimony and speaking of Christ and the need for a Savior to two audiences. Write a testimony for each, keeping in mind the approaches used to reach the Greeks and the Jews, or do these in an oral form before your family.

1. A group of new friends at a secular summer camp:

2. A church youth group in your hometown:

Semester Tests Section
for
Cultural Issues

	<i>The New Answers Book 1</i>	Semester	Scope: Book 1	Total score:	Name
	Practical Faith Test	Test 1		____ of 100	

Questions: (5 Points Each Question)

The following questions are taken from the worksheets you completed from *The New Answers Book 1*.

1. Why is a belief in God actually foundational to logical thought and scientific inquiry?
2. The real issue behind saying that God used millions of years of evolution as His method of creation is that it puts the authority of God's Word against man's fallible opinion. How is this true?
3. How is the gap theory different from and similar to the ideas of "theistic evolution" and "progressive creation"?

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7. Why is it important that we are able to explain the existence of dinosaurs within a biblical worldview?
8. How have evolutionary-based ideas provided support for racism?
9. What is the definition of *natural selection* from an evolutionist's perspective? From a creationist's perspective?

10. How does having an evolutionary foundation impact one's views on death and suffering? How does it impact man's hope for the future?

**Questions: (5 Points Each Question)**

The following questions are taken from the worksheets you completed from *The New Answers Book 2*.

1. How can the culture war be fought using Scripture?
2. What is a presupposition? Who has presuppositions?
3. Write a brief description of how the biblical age of the earth is determined.

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7. Distinguish between the catastrophist and the uniformitarian views of geology popular in the 1800s.
8. Which statement do you believe is more accurate? Explain.
 - a. Science is only possible because of God.
 - b. God can be proven through science.
9. Why does evolution appeal to so many as a religious belief?

10. According to the Bible, does Satan cause us to sin? Does God cause us to sin?

11. Why might it be beneficial to look at many different translations of the Bible to understand an alleged contradiction?

Answer Keys
for
Cultural Issues

The New Answers Book 1 — Worksheet Answer Keys

Glossary – Worksheet 1

1. Answers will vary but a theory is not the same thing as a fact, though it can include factual information about observations that make up a theory. For example, many scientists are convinced there is life on other planets in the universe – they base this theory on the sheer number of planets where conditions might exist that could harbor life, that would have evolved as they feel life evolved here on Earth, but there is no proof there is life anywhere else in the universe. Another example is the theorized evolution of life on Earth.
2. Wording of the answer will vary, but it needs to note that observational science is observable and testable while historical science is where you try to interpret the past using information from a presupposed point of view.
3. Microevolution is the small genetic variations that can be observed in populations, while macroevolution is based on the unobservable idea that one kind of organism can change into another because of natural selection and the accumulations of mutations over a very long period of time.
4. Any compromise position that accepts the millions-of-years idea from secular science and attempts to fit that time into the events of Genesis 1–2. Progressive creation, and theistic evolution.
5. Define the following words:
 - a. **exegesis**: a critical interpretation of Scripture taking into account the writing style, meaning, and context of the passage (learning from what Scripture is saying)
 - b. **eisegesis**: an interpretation of Scripture that incorporates the interpreter's ideas as opposed to the actual meaning of the text (taking ideas to Scripture and reinterpreting it)
 - c. **Biblical creation model**: a scientific model based on the biblical account of creation, the curse of nature brought about by Adam's sin, and the global catastrophe of Noah's Flood
 - d. **Big bang model**: the cosmological model suggesting the universe began as a single point that expanded to produce the known universe
6. A theory of biology consisting of three parts: (1) cells are the basic unit of all living things; (2) all living things are composed of one or more cells; and (3) all cells come from pre-existing cells; answers will vary – for example, if cells come from pre-existing cells, how can a cell suddenly appear for life to begin? Where did it come from?
7. Reinterpreting Scripture based on outside beliefs and developing theology around this belief. Answers will vary, but might include: common origins compromise positions accept the secular view of millions of years, as opposed to the global Flood of Noah. Some of these popular views are: Progressive Creation/Day-Age Theory, Gap Theory, Framework Hypothesis, and Theistic Evolution

Chapter 1 – Worksheet 1

1. Design is not something that happens by chance. Design shows intelligence, and intelligence requires a source. That source, as explained in the Bible, is God.
2. Natural selection and mutations are means of change; however, both of these processes fall short in explaining design because neither can produce new genetic information. Natural selection and mutations involve a loss of genetic information, not a net gain. For something to change from one species into another, information would have to be produced *de novo* and added to the genome. Neither natural selection nor mutations can produce new information. Information always comes from a greater source of information.
3. Genetic information is so complex with every aspect being in the right place, doing the right thing, and doing it at the right time in the right language and in the right order, that if these things aren't just right, the mechanism won't work. The vast amounts of information stored on the DNA molecule must have originated, ultimately, from a source of infinite intelligence.

That source is the Creator of the universe — God, who is not limited in knowledge or wisdom.

4. Logical reasoning and scientific inquiry are only possible in a world created by a logical and scientific Creator. God is self-consistent; He does not contradict Himself. The world He created would then naturally also follow logical and consistent laws. If the world was the result of mutations and chance, random processes, there is no foundation for logic or scientific laws. The very nature of logic comes from the logical and orderly character of its Creator.
5. Faith is believing in something that cannot be seen or fully explained. Faith in God is logical and defensible. Evidence all over the world points to an all-powerful God. Faith in God is not a blind faith that goes against real science. Believing that information can arise from disorder by chance is blind faith since it contradicts real science.
6. Many people have difficulty in accepting a Creator God because if this Creator God did create all things, then all things, including man, would have to obey the rules He places on them. Believing that man arose by chance alleviates this responsibility and man can rule his own life.

Chapter 2 – Worksheet 1

1. Discuss each of the nine points given on pages 26–30 and be sure to note how a belief in millions of years undermines the clear teachings of Scripture in each case and how this belief undermines scientific evidence. The main points to emphasize are that a belief in millions of years undermines the authority of Scripture, the character of God, the doctrine of death, and the gospel message of salvation.
2. The idea of the earth being millions of years old is not a new idea. In the 17th and 18th centuries, scientists began to question the biblical truth that the earth was young. One of the first men to develop the idea that the days in Genesis referred to long ages was Comte de Buffon (1708–1788). One of his ideas was that the earth formed as a result of a comet hitting the sun. (For more information on de Buffon and others who taught the idea of an old earth, see www.answersingenesis.org/

creation-scientists/british-scriptural-geologists-in-first-half-of-nineteenth-century/.) Comte de Buffon's ideas led the way for many others to question the Scriptures and place their own ideas above God's written Word. Many other ideas of earth history resulted, including the day-age theory, the gap theory, and the ruin-reconstruction theory.

3. Answers will vary, but specific examples should be noted.
4. Answers will vary.
5. Answers will vary.

Chapter 3 – Worksheet 1

1. If you add millions of years into the clear teaching of Scripture, you are picking and choosing what parts of Scripture you want to believe. If you do this in Genesis, then you open the door to picking and choosing what other doctrines and teachings of Scripture you will accept.
2. Believing in millions of years harms the character of God because it says that death, suffering, sickness, and killing were part of the “very good” world before Adam sinned. This means that the God of the Bible is not the loving God who will save us from sin and death. Ultimately, within a long-age view, death is not the penalty for sin, and the suffering, sickness, and pain we see in our world today result because of God's actions, not because of man's actions (sin).
3. Man's fallible opinion allows for millions of years of earth history, but this opinion is strictly that — opinion. Essential to God's character is holiness. He cannot lie, and He cannot deceive. His Word is clear in its teaching. To say that God used evolution in His creation is adding words and ideas of fallible man to the infallible words of God.
4. Answers will vary.
5. Answers will vary.

Chapter 4 – Worksheet 1

1. Answers will vary but should include aspects of or examples of the text noted in the answers or within the text of the book between pages 39–46.

The New Answers Book 2 — Worksheet Answer Keys

Introduction – Worksheet 1

1. Morality was based on the Bible, and teaching morality from Scripture was common. Prayer and Bible reading were common in public schools. As those things were removed and the Church began to compromise on the authority of Scripture, morality shifted to a secular view. Absolute truth is now rejected by many, even those who claim to be Christians.
2. Showing people that the Bible relates to the real world and that the Bible offers answers for issues that people face every day is a start. The Bible provides everything we need for life and godliness. By standing firm on the truth found in the Bible and proclaiming that truth to a lost world, we can reclaim the culture.
3. Answers will vary.
4. Because he worked to translate the Scriptures into English and get copies of the Bible to the average person. Influenced by Luther and others, Tyndale was an integral part of the Reformation that spread God's written Word throughout the world — particularly to the Western world. At that time, many church leaders believed the Bible should not be in the hands of the common person and that only appointed and scholarly church leaders should tell the public what they should believe. But the spread of God's written Word in the 1500s changed all that as it permeated many nations.
5. Answers will vary.
5. **Christ:** Jesus Christ, the Creator, came to earth as a man to live a perfect life.
6. **Cross:** Jesus died on the Cross as a substitute for the penalty of man's sin. He rose again after three days, showing that He conquered death for all who repent and believe.
7. **Consummation:** The coming time when the Curse will be lifted and God will create a new heaven and earth for believers to enjoy in His presence.
2. One possible answer: The 7 C's provide a way to explain the bad news of sin and present the good news of the gospel.
3. Regardless of age or spiritual maturity level, the 7 Cs provide a way to remember and apply the history found in the Bible to everyday experiences in the world we live in.
4. a) Layers of sedimentary rock in a stream bed.
Catastrophe — most likely the result of the Flood
b) The birth of a mule.
Creation — God created animals to produce after their kind. Horses and donkeys must be of the same biblical kind since they can breed.
c) Thistles growing along the roadside.
Corruption — The ground was cursed as a result of Adam's sin; thistles and thorns were part of that curse.
d) A manger scene outside of a church.
Creation, Christ — The manger reminds us that the Creator, Jesus Christ, came to earth as a baby to do what the First Adam didn't do — live in complete obedience to God.
e) An evangelistic crusade at a local arena.
Corruption, Cross, or Consummation — The reason we must preach repentance toward God is that the first Adam sinned, and all of his descendants are born sinners and willingly disobey God. The solution to sin is the Cross, and those who repent and believe the gospel will spend eternity in God's presence.

Chapter 1 – Worksheet 1

1. **Creation:** God created the "very good" earth in six, 24-hour days, approximately 6,000 years ago.
2. **Corruption:** Adam and Eve ate of the forbidden fruit, bringing sin and death into the world.
3. **Catastrophe:** God flooded the world to judge a wicked world, but He preserved all who were on the ark.
4. **Confusion:** God judged rebellious people by confusing their language, and they scattered across the globe.

f) A rainbow after a storm.

Catastrophe — After the Flood, God used the rainbow as a sign of His covenant to never flood the earth again.

g) Walking through a shopping center and hearing several different languages being spoken.

Confusion — The languages are a result of God confusing the languages at Babel.

h) The beauty of a star-filled sky.

Creation — God created each of the stars on day

i) A nature program showing lions hunting zebras.

Corruption — All death is a result of the fallen world brought about by the sin of man.

j) A disobedient child.

Corruption — All humanity has inherited a sin nature from Adam.

Chapter 2 – Worksheet 1

1. Facts cannot “speak”; they must be interpreted. If we find a smooth, round stone along a stream, do we know that it was a result of natural erosion? No! We can interpret the evidence (smooth, round stone near a stream) in light of our understanding of geologic processes and conclude with a high degree of confidence that it was formed that way. However, there could be other interpretations that are reasonable, especially if new evidence was exposed.
2. A presupposition is something that is assumed to be true without being able to prove it. All reasoning must start from presuppositions, so all people must have presuppositions. Christian reasoning should always start from biblical presuppositions.
3. An analogy related to battling without weapons or armor would be appropriate.
4. Answers will vary by topic.
5. Creationists and evolutionists, Christians and non-Christians, all have the same facts. Think about it: we all have the same earth, the same fossil layers, the same animals and plants, the same stars — the facts are all the same. The difference is in the way we all *interpret* the facts.

Chapter 3 – Worksheet 1

1. The divisive person, according to Scripture, is the one departing from the truth found in the Bible. Romans 16:17–18 and Jude 1:17–19 can be used to validate this position.
2. The teaching of millions of years brought many false teachings into the Church. The acceptance of death before sin, a local Flood, and other teachings began to infiltrate the Church.
3. Jesus would not want us to be divided, but the differences should be based on biblical truths, not religious ideas. In His ministry on the earth, Jesus taught things that caused the listeners to be divided — some believed the biblical position and others rejected it. Truth, by its very nature, creates division. We must stand on the truth of the Bible, even if there are those who disagree.
4. We find the principle of dealing with a divisive person twice and then dismissing them. We need to be careful that we don’t lose our effectiveness as evangelists by becoming entangled in prolonged discussions with a person who is not truly interested in learning the truth.
5. Our unity should be in the essential teachings of Scripture and in the person of Jesus Christ.

Chapter 4 – Worksheet 1

1. There have been about 2,000 years between us and Christ, about 2,000 years between Christ and Abraham, and the genealogies in Genesis 5 and 11 show about 2,000 years between Abraham and Adam. This puts the biblical age of the earth at about 6,000 years.
2. The dates range from about 7,500 years (ca. 5501 B.C.) to about 5,800 years (ca. 3836 B.C.) when the Bible is used. Without the Bible, dates have ranged from 7,200 years up to 4.5 billion years.
3. Many different geologists and scientists began thinking in old-age terms, including Werner, Hutton, Lyell, and LaPlace.
4. The biblical age has changed little, but the secular age has increased dramatically over time.
5. No, other methods such as the amount of salt in the ocean, the decay of earth’s magnetic field, and the growth of human population indicate

The New Answers Book 1&2 — Practical Test Answer Key

Practical Test 1

1. abiogenesis
2. adaptation
3. adaptive radiation
4. anthropology
5. Archaeopteryx
6. artifact
7. atheism
8. Australopithecus
9. beneficial mutation
10. biblical creation model
11. Big-bang model
12. catastrophism
13. cell theory
14. compromise
15. created kind (baramin)
16. Cro-Magnon man
17. Darwinism
18. day-age theory
19. deism
20. eisegesis
21. exegesis
22. mold and cast
23. permineralized
24. framework hypothesis
25. gap theory
26. gene pool
27. half-life
28. historical (origins) science
29. hominid
30. Homo erectus
31. Homo habilis
32. Homo sapiens
33. humanism
34. Java man
35. Kennewick man
36. life (biological)
37. macroevolution
38. microevolution
39. mitochondrial Eve
40. natural selection
41. Neanderthal/Neandertal
42. neo-Darwinism
43. old-earth creation
44. operational (observational) science
45. uniformitarian model
46. catastrophic model
47. progressive creation
48. punctuated equilibrium
49. speciation
50. spontaneous generation
51. theistic evolution
52. theory
53. transitions/transitional forms
54. uniformitarianism
55. *Yom*

Practical Test 2

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. The word *science* in English comes from a Latin word, *scientia*, which means knowledge.
An interesting fact is that in the Old and New testaments, “science” and “knowledge” translate the same Greek and Hebrew words respectively!
(www.icr.org/article/science-true-false/)

Practical Test 3

1. Pontius Pilate killed Christ (Christ) and a few years later, Nero publicly persecuted the

***The New Answers Book 1&2* — Semester Test Answer Key**

Semester Test 1

1. Logical reasoning and scientific inquiry are only possible in a world created by a logical and scientific Creator. God is self-consistent; He does not contradict Himself. The world He created would then naturally also follow logical and consistent laws. If the world was the result of mutations and chance, random processes, there is no foundation for logic or scientific laws. The very nature of logic comes from the logical and orderly character of its Creator.
2. Man's fallible opinion allows for millions of years of earth history, but this opinion is strictly that — opinion. Essential to God's character is holiness. He cannot lie, and He cannot deceive. His Word is clear in its teaching. To say that God used evolution in His creation is adding words and ideas of fallible man to the infallible words of God.
3. All allow for millions of years of death, disease, and suffering to take place before Adam sinned. All allow fallible theories of scientists to determine the meaning of Scripture. GT accepts that the six days were normal-length days; PC/TE tries to twist the days into representing long ages. GT opposes evolution, TE accepts evolutionary processes (albeit, God-directed).
4. God's Laws, biological deformities, etc.; the wording of answers may vary but need to touch on these concepts.
5. The intelligence and physical strength of the people of Noah's day were likely at least equal to, if not superior to, ours today. There is no reason why Noah and his sons couldn't have built the ark on their own. They also could have hired skilled laborers to help build the ark. Also, keep in mind that these people were not primitive in any way. Their tools, machines, and building techniques were completely sufficient and effective to build such a huge vessel.
6. The earth's terrain, from canyons and craters to coal beds and caverns, indicates a catastrophic history. Layers of strata show that they were laid down by water, and fossils buried in these layers give evidence to an extremely rapid burial.
7. If we accept God's Word, beginning with Genesis, as being true and authoritative, then we can explain dinosaurs and make sense of the evidence we observe in the world around us. In doing this, we are helping people see that Genesis is absolutely trustworthy and logically defensible, and is what it claims to be — the true account of the history of the universe and mankind. And what one believes concerning the Book of Genesis will ultimately determine what one believes about the rest of the Bible. This, in turn, will affect how a person views him or herself, and fellow human beings, and what life is all about, including their need for salvation.
8. One of the biggest justifications for racial discrimination in modern times is the belief that people groups have evolved separately. Thus, different groups are at allegedly different stages of evolution, and so some people groups are more backward than others. Therefore, the other person may not be as fully human as you.
9. Natural selection, according to evolutionists, is defined as evolutionary change or the driving force behind evolutionary change. According to creationists, natural selection is the process whereby organisms with certain characteristics survive better in a given environment or under a given selective pressure.
10. Since evolution places death before Adam and Eve sinned in the Garden of Eden, death has always existed and impacted the earth and mankind. There is no beginning of it, and there is no ending to it. Man is simply the end result of millions of years of death and suffering. With this belief system as one's foundation, there is no future hope for mankind.